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ABSTRACT

Public administration, long considered a poor relation of political science in Australian academic circles, has recently been revitalized by a new concentration in public policy studies. This paper summarizes the efforts of 10 Australian universities to develop public policy degree programs, describes University of New England's new program, and discusses issues in constructing policy studies curricula. Most new programs are multidisciplinary and include political science, law, sociology, industrial relations, history, accounting, and organizational theory. Since 1985, University of New England has developed postgraduate and master degree progams in public policy based on course offerings in six different departments. Such programs have developed so quickly that a number of issues surrounding course content, clients' needs, faculty composition, and teaching materials are yet to be resolved. To serve a middle management clientele, courses should have correct interdisciplinary balance, provide a wider political and social context useful to practitioners, and stress quantitative and economic skills. However, an inability to attract practitioners into teaching may be a good reason not to make policy studies programs too narrowly vocational. Although case studies offer the best method for interweaving interdisciplinary strands, suitable materials are hard to find. Three appendices are included. (MLH)

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Policy Studies as a Tertiary Curriculum: Postgraduate Courses in Public Policy

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EA 019 597

Paper for the 1986 Conference of the Group for Research in Education and Administration Theory, University of New England, Armidale, 5-7 September 1986.

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Policy Studies as a Tertiary Curriculum

Postgraduate Studies in Public Policy

The study of public administration in Australian universities and colleges of advanced education has taken a relatively long time to take root. In institutions organised academically on the basis of disciplines, public administration has for a long time been a poor relation, occupying a corner of another department, invariably political science. This was as true of the institutions where the two best known Australian students of public administration, Robert Parker (ANU) and Dick Spann (Sydney) spent the bulk of their working lives. It was also true of the University of Queensland, home of the J.D. Story Chair of Public Administration, and the University of Tasmania, in which an undergraduate major in public administration was taught in the Department of Political Science. Where public administration was taught alongside business administration as in the Australian Graduate School of Administration at the University of New South Wales it did not flourish. There were however successful specialist centres, such as the Centre for Administrative and Higher Education Studies at UNE, and units teaching health and arts administration within the Elton Mayo School at the South Australian Institute of Technology.[1]

The relationship between 'public administration' and 'public policy' is disputed, but there can be no doubt that in recent years the advent of courses in public policy appears to have revitalised the traditional teaching of public administration[2]. As a response to this development in August 1985, Martin Painter (University of Sydney) and Pieter Degeling (then of Kuringai College of Advanced Education) convened a workshop on public policy programs at the Annual Conference of the Australasian Political Studies Association. Following the workshop they produced a brief survey of ten such courses.[3] This survey is reproduced as Appendix 1. Their survey was far from complete. For example, they did not include courses such as the New South Wales Institute of Technology's Graduate Diploma in Public Sector Management, and Macquarie Univerity's Master of Public Management. Nevertheless, they were able to point out that five of the courses began operation as recently as 1985. Since then new courses have been approved such as the University of New England's postgraduate courses in public policy (outlined below). Deakin University is making similar plans to offer public policy courses in the external mode. While the courses bear differing names, "all the very recent ones, i.e. ANU, Sydney, Flinders, Murdoch and Griffith proclaim a 'policy' orientation".[4] With few exceptions, the curriculum of these courses is based upon a multidisciplinary approach. The disciplines which contribute include political science, economics, law, sociology, industrial relations, history, accounting, and organisation

theory among others. The ANU has set out to create an independent Public Policy Program, separately funded and staffed, but most institutions have made do with what they have, and staff whose main responsibility is teaching undergraduates have been brought together to teach postgraduates on a part-time basis.

Public Policy at UNE

The first initiative to develop postgraduate studies in public policy at the University of New England was taken in November 1985. Four staff-members, from the departments of Politics, Sociology, Geography & Planning and the Centre for Administrative and Higher Education Studies, put forward a successful submission to a university-wide competition aimed at funding a limited number of new academic initiatives.[5] Two new courses, a Postgraduate Diploma of Public Policy and a Masters Degree in Public Policy, have since been approved by the University Council and will be offered for the first time in 1987.

The proponents of the courses argued that the new initiative was justified on academic grounds because of "the place occupied by government in modern societies and the increasingly difficult dilemmas faced today in policy choice."[6] Furthermore, they argued that among public servants "there is an increasing degree of mobility of staff between departments and consequently there is a demand for generalist training which will be relevant to employment in a range of departments dealing with very different policy domains".[7] Internationally the model was American graduate schools of public policy such as the John F. Kennedy School of Public Administration at Harvard, which have influenced other Australian developments.[8] On a practical level the new courses were seen as an ideal complement to UNE's existing specialist programs. These include postgraduate studies in fields such as educational administration, urban and regional planning, economics and agricultural economics.

The six departments cooperating to offer the new public policy courses are Politics, Sociology, Economics, Geography & planning, Agricultural Economics and Business Management and Administrative and Higher Education Studies. The Postgraduate Diploma consists of eight semester-length units. Four of these units are compulsory: The Politics of Public Policy, The Sociology of the State, Economic Analysis of Public Policy, and Issues and Case-Studies in Policy Analysis . The latter is a multidisciplinary unit. Two elective units are drawn from a schedule of offerings from the six participating departments. It is expected that students will choose their electives with the intention either of developing a strength in one of the disciplinary areas, or in quantitative or legal skills, or in one of the policy fields already offered within the university. Further information is contained in Appendices 2 and 3.

Issues in the Construction of a Policy Studies Curriculum

Postgraduate studies in public policy have grown at such speed in Australia that a number of loose ends and problems remain. The second half of this paper contains the thoughts on the subject of someone who is beginning to face the practical problems found in such teaching.[9]

What is it that the courses are trying to achieve? Martin Painter has said of the origins of the Master of Public Policy program at the University of Sydney: "We were clearer about what we had to offer than about what our potential clientele was or might want."[10] Since then this program and others around the country have had more applicants than places. It is now clear that the clientele is basically the middle range of the Commonwealth and State public services. However uncertainty still remains about what is to be offered.

The courses ought to be multidisciplinary. The study of public policy needs to be and most of the courses share a desire to be based upon a number of disciplines. Just what disciplines provide the best combination is not at all clear. Few of the courses have had the luxury of a clean slate. UNE's greatest lack is legal studies.

Secondly the courses ought to provide a wider political and social context which will be 'useful' to practitioners of public administration and to ousiders in the private and voluntary spheres who need to understand government policies and policy-making. UNE's courses aim "to provide an integrated multidisciplinary understanding of the economic, organisational and political contexts in which government policies are developed and applied."

Thirdly, the courses ought to provide quantitative and economic skills. The hold of professionally trained economists over policy analysis within the Australian public sector creates a huge demand for enough training in economics to at least understand the basis of economic reasoning. If not the skills to conduct research in public policy questions, graduates ought at least emerge with the skills to read, use and criticise policy analysis which comes across their desk. Jane Marceau may well be correct in believing that these skills-oriented courses are at the heart of the attractiveness of public policy programs.

Are we giving the clientele what they want or what they believe they need? What should the relationship be to the needs of personnel managers in the public service? Public Policy courses should not be 'vocational' in the narrow sense of the word. The big divide at the moment is between the courses in 'public policy' and those in 'public management'. It may be that

the current financial pressures in the public sector will lead to a growing popularity for the public management equivalents of Masters Degrees in Business Administration. Yet, despite the attractiveness of close liaisons with Public Service Boards, there are great dangers in getting too close to governments and responding to what seem to be the immediate needs. Again, I am attracted by Marceau's argument that public management training is best conducted within the public sector itself. For academic and practical reasons tertiary institutions should keep to critical public policy analysis.

Who is to teach the courses? In particular, how much practical experience in government ought academic teachers of public policy have? Many of the institutions which have advertised vacancies in the public policy field have found recruitment difficult. They may dream of attracting the Ph.D. with high level public sector management experience, but the reality is quite different. There are few experienced and qualified lecturers in public administration on the market. The relative unpopularity of the subject in the past has depressed the supply. Of those who are qualified some of the best are themselves employed as administrators and university salaries are insufficient to attract them to tertiary teaching. Economists, too are relatively scarce, particularly economists with experience in government. Furthermore, many economists are unwilling to teach in a multidisciplinary non-professonal field to postgraduate students without a background in the discipline. All in all, an inability to attract practitioners into teaching may be a good practical reason for not attempting to make the courses too 'vocational' or 'applied'.

What is to be taught? As outlined above the content of the courses might best be summed up as a mixture of context and skills. The more applied aspects of public sector administration is probably best left to in-service training courses run by public servants themselves. Academics might do well to recognise their limitations in this respect.

Just what is the appropriate context to be taught inevitably involves disagreements between the disciplines. There is no avoiding the fact that the disciplines of economics on the one hand and sociology and politics on the other have quite different ideological and philosophical profiles: the economists profession is by and large much more conservative than the other two disciplines. Hence the content of economics units in multidisciplinary public policy courses, over and above basic techniques such as cost-benefit analysis, is likely to be a source of much internal controversy.

What teaching materials and methods are to be used? The availability of textbooks and other materials for the disciplinary elements of public policy courses varies. In my discipline, political science, there are major deficiencies at the moment. The choices are between general texts on Australian politics,

written for introductory politics students, texts in Australian public administration, which despite the quality and lasting-power of Spann's Government Administration in Australia[11] are out of date, or British and American texts which lack the Australian flavour and hence suffer in translation.

In attempting to teach multidisciplinary courses, attention is often directed to the case-study method as the best means of weaving the different disciplinary strands together. Here, the problem is the unavailability of suitable case-study material. The cases available are either based on a single discipline - for example political science in the case of Encel, Wilenski and Schaffer's Decisions[12] - or constructed with the needs of business administration students in mind, such as the Melbourne Case Library of the Graduate School of Management, University of Melbourne.

Policy Studies is in its infancy as a tertiary curriculum in Australia. As the numerous new courses get fully underway, the staff involved have a lot of reflecting on their experience ahead of them. That process may be assisted by a new Public Policy Newsletter, which is to be launched in October by the Public Policy Program at the Australian National University.

Footnotes

1. For a general historical introduction, see R.D. Scott and R.L. Wettenhall "Public Administration as a Teaching and Research Field" Australian Journal of Public Administration Vol 39 no 3/4 Sept/Dec 1980 pp.478-498.

2. P. Weller "The Study of Public Policy" op cit pp.499-507.

3. M. Painter and P. Degeling "Ten Tertiary Level Public Policy Courses! A Growth Area" The Australian Administration Magazine Vol 1 No 1 November 1985 pp.8-9.

4. Ibid p.8

5. J. Warhurst, S. Clegg, D.Lea and G. Harman, Academic Initiatives 1986. Submission for the Establishment of an Inderdisciplinary Post-Graduate Program in Public Policy, 15 November 1985.

6. Ibid p.2.

7. Ibid p3.

8. See, for example, R. Higgott The Origins and Structure of the Master of Arts in Public Policy at Murdoch University, Paper for Workshop on Teaching Policy Studies, Australasian Political Studies Association Conference, Adelaide, August 1985.

9. For a most useful discussion see O. Hughes "Education for Public Sector Management Politics Vol 21 No 1 May 1986 pp.104-114. I have also benefitted from several discussions with Jane Marceau.

10. M. Painter Out of the Garbage Can... The Master of Public Policy Program at the University of Sydney: Its Origins and Infancy; Paper presented at the Teaching Policy Studies Panel, Australasian Political Studies Association Conference, Adelaide, 30 August 1985 p.7.

11. Allen & Unwin, Sydney 1979.

12. Longman Cheshire, Melbourne 1981.

APPENDIX 1

Ten Tertiary Level Public Policy Courses: A Growth Area

At the August Annual Conference of the Australasian Political Studies Association (APSA) in Adelaide a workshop was convened by Martin Painter and Pieter Degeling on public policy programs. One of the outcomes was the compilation of up to date information on these courses, which have grown in number in recent years. This survey, while incomplete, gives information on ten programs across Australia. Five of these began in 1985 and others are currently proposed. Some of those covered bear the label 'administration' rather than 'policy'. But interestingly, all the very recent ones, i.e. ANU, Sydney, Flinders, Murdoch and Griffith proclaim a 'policy' orientation. The others actually adopt such an orientation in parts of their programs.

All have a vocational orientation and claim to contribute to enhancing the skills of practising administrators. Disciplines such as politics, law, economics, organisation theory and sociology are studied not so much for their own sake but in terms of what they have to offer for an understanding of administrative/political processes and decision making, and hence the doing of policy work.

While the range of disciplines drawn on is broadly similar the emphasis given may differ from program to program. These differences stem from the underlying models of public administration education used in course design and/or the institutional location of the program, for instance its relation to a Political Science Department.

Some programs, such as those offered at Sydney, Murdoch and the ANU, appear to have drawn on the North American experience of public policy schools. In these programs the economic dimensions of policy work and related techniques occupy an important place, alongside evaluation research and the political factors which shape policy processes. These programs also have a multidisciplinary institutional arrangement for their administration. Other programs are offered out of Departments of Government and Public Administration and reflect aspects of a traditional model of public administration education, with emphasis on the study of governmental institutions and processes supplemented by contributions from disciplines such as administrative law and public finance. An example is the University of Queensland program. Variants of these approaches are to be found in the programs offered at Flinders and Kuring-gai. The former reflects its origins in a School of Social Sciences with a focus on human services delivery from a political science-cum-sociology perspective. The latter is offered in a School of Financial and Administrative Studies and focuses on organisational processes and what experiencing them means for those involved and affected. Finally, programs such as those offered at Monash and Macquarie are influenced by their location in business or management schools. More emphasis is placed on the contributions of disciplines such as accounting, management studies and finance, with a 'public sector orientation' being provided through courses such as the institutional framework of government and government-business relations.

Brief 'thumb nail sketches' of the programs are provided below. Further details are available from the Universities and Colleges concerned. The list is not exhaustive and we hope to include details of those left out, and new courses, in later reports.

1. **Master of Public Administration, University of Queensland**

Taught within the Department of Government; emphasis on describing and analysing policy in a political science rather than 'rational decision/management science' framework; focus on language communication skills rather than quantitative techniques. One compulsory course (Public Administration: Scope & Methods) and a wide range of electives, plus research dissertation. Available both for part time (three years) and full time (two years) study.

2. **Bachelor of Administration, Griffith University**

A 'Public Policy Concentration' is available within the degree, offered in the School of Social and Industrial Administration. The courses are taken in the second and third years of the degree. Multi-disciplinary (political science, public administration, law, economics and industrial relations) with a generalist rather than specialist orientation. 'Government/Business Relations' and 'Government Decision Making' streams can be combined with marketing, economics, industrial relation, accounting and personnel.

3. **Master of Administration, Monash University**

Located in the Faculty of Economics and Politics which includes the Department of Administrative Studies, which has a strong private sector management tradition (a new Graduate School of Management is proposed); common first year 'core' for both 'private' and 'public' administration streams, including quantitative methods, computing, economics and accounting; followed by a choice of specialisations, of which public administration is one. Courses in this stream include Public Policy Processes, Business and Government and Public Enterprise Management. There is a growing focus on public sector needs and demands.

4. **Post-Graduate Diploma in Public Policy, University of Melbourne**

Located within the Political Science Department but also involves Economics; a core of five semester courses — Public Administration and Public Policy in Australia, Policy Design, Organisational Development, Welfare Economics and Economics of Public Sector Evaluation — plus two electives and a dissertation. Focus on how the modes of analysis pursued in different disciplines can be used in policy analysis; the dissertation requires students to focus on a current issue in a particular policy field.

5. **Graduate Diploma in Public Policy/Master of Public Policy, Australian National University.**

Offered within a new, autonomous multidisciplinary Public Policy Program and designed to provide specialist training in public policy analysis. The Diploma is 9 months full time or 18 months part time; Masters is 18 months full time and 3 years part time (1986 enrolments only for part time candidates). Courses offered on Australian Politics and Society, policy analysis and evaluation, economics, law and management. Focus in the MPP on inter-disciplinary and case method teaching. Ph.D enrolments are also welcomed.

6. **Masters Program in Policy and Administration, Flinders University**

Draws on staff and courses in the School of Social Sciences and builds on existing topics in the Social Administration and Educational Administration programs, supplement by topics such as Public Policy and Australian Government and Politics. There is an emphasis on social policy and human services in parts of the course. Forty eight units of coursework (equivalent to four trimesters) plus a dissertation.

7. **Master of Arts in Public Policy, Murdoch University**

Located in the School of Social Inquiry; compulsory courses in economics, public management, theory and practice of public administration, and public policy issues and research methods; the program also includes a variety of electives and a dissertation. Two years full time and four years part time. Specialisations offered in (e.g.) natural resources, energy and environmental policy, science and educational policy, industrial and economic policy and international development and structural change.

8. **Master of Public Policy, University of Sydney**

Located in the Faculty of Economics and originating in the Department of Government (but to be located in a Graduate School of Management and Public Policy from 1986). A multi-disciplinary program with a core of economic analysis, political science, public administration, ethics, law and indust-

continued next page 8

rial relations. Specialist options also offered; focus on case method teaching and workshops; final year 'Policy Paper' or dissertation. Two years part time, three years full time.

9. Graduate Diploma in Administration/ Master in Administration, Kuring-gai College of Advanced Education.

Located in the School of Financial and Administrative Studies; draws on disciplines such as politics, sociology, organisation theory, history and economics; allows for electives in accounting and finance, law, computing and quantitative methods. On completion of Diploma courses (two years part time) students may proceed to a further three semesters in the Masters program.

The Diploma courses focus on interconnections between societal and organisational processes and how these shape the contexts for administrative work. Masters component gives attention to interconnections between research and policy work and between policy work, management and organisational change.

10. Master of Public Management, Macquarie University.

Located in the Graduate School of Management: shares a first year course program with the Master of Business Administration (economics, accounting, managerial psychology, quantitative methods, industrial relations with the substitution of 'Political Setting of Management' for 'Industry Analysis'; second and third year programs include public financial management, administrative law, public sector economics, public policy and strategies and techniques for public management, plus wide range of options. Three years part time.

Continued from page 7

State Government Employees, a recognised trendsetter in the credit union movement has allocated $10 million to providing loan funds at 15.9% p.a. secured and 16.9% unsecured, monthly reducible, especially for home renovators.

In addition to 24 hour loan approval with no ceiling on the amount lent if it is secured by an existing property, SGECU recently announced that up to $15,000 is available unsecured — a rarity in the financial lending market. This is of particular use to renovators who do not wish to encumber their homes any further, but are keen to add a bathroom, a kitchen or a pool.

Credit Unions are renowned for their lending policy which doesn't incur the surprising add-on charges of establishment fees, application fees or F.I.D. tax.

There are no penalties for repaying a loan early as with other financial institutions and at no extra cost SGE automatically insures the life of the borrower for the amount of the loan. Credit Unions use their own valuation and legal service where a secured loan is required and conveyance and valuation fees are as much as half of the market rates for comparable service.

Te Whakahaere-A-Iwi Mo Te Katoa Human Resource Management In Public Administration

Auckland — City of Sails — was the venue for this years NZIPA Convention. It marked fifty years of the Auckland Branch of the Institute.

During the Convention, local Branch Chairman — Eamon Delaney - became the Institute's first Deputy President from outside Wellington. Adrienne Von Tunzelmann, Deputy Clerk to the House of Representatives, commenced her 12 month term as NZIPA's second woman National President.

Seventy participants from the Institute's five branches and other interested people appreciated three lovely spring days, the facilities of the South Pacific Hotel and a high standard programme.

RAIPA continued its recent practice of supporting an Australian delegate to the Convention. South Australian Division Chairman — Graham Boxhall — earned his passage by presenting a paper on an Australian dimension on human resource management issues. Interest in Australian developments was high, with the general reaction that Autralia was way ahead on equal opportunities initiatives but way behind by "politicising" senior appointments.

Equal opportunities issues featured in addresses by Tamati Reedy and Helen Clarke. Dr Reedy — head of the Department of Maori Affairs — outlined the case for N.Z. moving to a bicultural society. The existence of one basic Maori language is facilitating the move. The Maori Affairs Department is requiring its officers to be able to speak the language, partly as a way of ensuring that appropriate images are conveyed to clients in departmental offices as well as in field situations. Training courses in office time are provided for non-Maori speakers.

Helen Clarke, M.P. for the Auckland electorate of Mt. Albert, tackled the issue of representative bureaucracy. She noted that:

- What constitutes 'representativeness' will vary between departments depending upon the clientele to be served.
- 'Representativeness' predominantly deals with numbers and may not lead to 'equity' unless accompanied by changed attitudes and actions.
- The representatives of minority groups should not allow themselves to be socialised into government organisations. They should use their influence to achieve their groups' aims if 'representativeness' is to equate with 'responsiveness'.
- The extensive Parliamentary Committee system is increasingly scrutinising departments' personnel practices to see what is being done for women.

The strong anti-politicisation (means not giving politicians a say in senior appointments) stance was led by Dr Mervine Probine, Chairman of the State Services Commission, but reflected widely among Conference participants. In the context of a Civil Service which has apparently successfully weathered the change of government, Dr Probine saw maintaining "the public service ethic" as the essential ingredient of an effective public service. He believed Australian developments would inevitably lead to the U.S. model of temporary political executives — "it's impossible to be a little bit pregnant", he argued.

Other issues canvassed by speakers, panels and workshops included:

- Encouraging "pro-active management of people" rather than outdated views of separate personnnel or employee relations functions.
- Redesigning organisation structures.
- Performance pay as a means of improving motivation and productivity.
- Difficulties in the labour market for technical, professional and managerial skills in the integrated labour market likely to flow from closer economic relations.

The New Zealand Institute intends publishing the full proceedings of the Convention.

University Of Sydney Graduate School Of Management And Public Policy Master Of Public Policy (MPP)

Applications are invited for this three year part-time (or two year full-time) postgraduate degree course for 1986.

Its aim is to develop a critical understanding of methods of public policy analysis in the political, institutional and economic contexts of modern government.

The programme has a strong practical orientation.

Details of entrance requirements and the programme of courses are available from: University of Sydney, NSW 2006. (02) 692 3076 or (02) 692 3086. Closing date for applications: November 30 1985.

APPENDIX 2

POSTGRADUATE STUDIES IN PUBLIC POLICY

The University of New England offers two postgraduate courses in public policy: a Diploma in Public Policy and a Master of Public Policy. Each course is offered to both internal and external students. No other Australian university offers such courses in the external mode.

The aim of the courses is to provide an integrated multidisciplinary understanding of the economic, organisational and political contexts in which government policies are developed and applied; of problems and tensions in particular policy fields; and of sophisticated approaches to policy analysis.

The courses draw on various resources which the university has to offer. In particular, staff teaching the courses come from the departments of Economics, Politics, Sociology, Agricultural Economics and Business Management, Geography and Planning, and the Centre for Administrative and Higher Education Studies.

The courses are directed towards persons already in or seeking employment as senior administrators or policy analysts with local, state, national and international government departments or agencies, or in private firms or voluntary organisations which demand an understanding of government policies and policy-making.

Course Details

The Diploma in Public Policy consists of eight semester-length units: comprising four core subjects, two electives, and a two unit dissertation.

The Master of Public Policy can be undertaken either by coursework and thesis or by thesis alone, according to the qualifications of the candidate.

Core Subjects

The four core subjects are The Politics of Public Policy, The Sociology of the State, Economic Analysis of Public Policy, and Issues and Case-Studies in Policy Analysis

Electives

Electives are chosen from a schedule of units drawn from the offerings of the six participating departments.

Entry Requirements

Admission to the Diploma is open to all graduates of whatever discipline. Priority may be given to those applicants with relevant work experiences. Admission to the Masters programme is open to those holding an Honours Degree with an appropriate relationship to public policy studies, and to those who graduate from the Diploma programme at an appropriate level.

Period of Candidature

The Diploma is usually undertaken over one year of full-time study or two years part-time study. The Masters degree is usually undertaken over two years of full-time study or four years of part-time study.

Studying Externally

The courses are taught in the External mode by a combination of study guides, printed resource materials and residential and non-residential schools. The residential schools are compulsory and are usually held in Armidale.

APPENDIX 3

The Schedule

Elective units, other than those in the Schedule, may be counted towards the Diploma provided these are approved by the Dean on the recommendation of the Chair of the Board of Studies in Public Policy.

Department of Agricultural Economics and Business Management

Agricultural Economics 302-1	Agricultural Policy
Agricultural Economics 303-1	Benefit-Cost Analysis
Agricultural Economics 402-1	Agricultural Marketing

Centre for Administrative and Higher Education Studies

Education AS 472-1	Design and Operation of School and Tertiary Education Systems
Education AS 574-1	Planning for Administrators: Theories-in-Practice
Education AS 580-1	The Administrator and the Law

Economics

Economics 204-1	Industrial Economics
Economics 272-1	Labour Economics
Economics 352-1	Public Finance
Economics 373-1	Welfare and Inequality

Department of Geography and Planning

Geography 345-1	Regional Planning in Advanced Economics
Urban and Regional Planning 458-1	Planning Law and Administration
Urban and Regional Planning 460-1	Rural Planning and Regional Development in the Third World

Department of Politics

Politics 270-1/370-1	Power, Technology and Change
Politics 271-1/371-1	Political Organisation: Movements, Groups and Parties
Politics 202-1/302-1	Issues in Australian Public Policies

Department of Sociology

Sociology 215-1/315-1	Sociology of the Welfare State
Sociology 225-1/325-1	Modernization and Social Change in Developing Countries
Sociology 231-1/331-1	Power and Social Control